

Emergent Literacy for ALL!

Agenda

- Typical Literacy Development
- WRITE from the START!
- Shared Writing
- Alphabet Fun & Sound Awareness
- Shared Reading: It's All About the Interaction
- Good Books for Shared Reading

**Go to the Center for Literacy & Disability Studies website to see literacy profiles and to download free resources: www.med.unc.edu/ahs/clds

Learning Objectives

1. Have an understanding of typical literacy development and how that relates to students with significant disabilities.
2. Identify 3 alternative pencils and what students might benefit from them.
3. Identify 3 meaningful emergent writing activities.
4. Identify 3 strategies for leading a shared reading activity.

What is Emergent Literacy?

Emergent literacy is
"... the reading and writing behaviors that precede and develop into conventional literacy."

(Sulzby, 1991)

The Emergent to Conventional Literacy Continuum

- Describes typical literacy development that occurs at or before birth all the way through early elementary school.
- **Continuum:** A link between 2 things, or a continuous series of things that blend into each other so gradually and so seamlessly that it is impossible to say where one becomes the next.
- **All** students go through this.
- Emergent literacy provides a necessary foundation for students to become successful conventional writers and readers.
- Provides a structure for understanding where our students are in literacy development
 - Helps us identify appropriate goals & instructional activities.

National Findings

From Patsy Pierce

"Thrilling Three": B-K

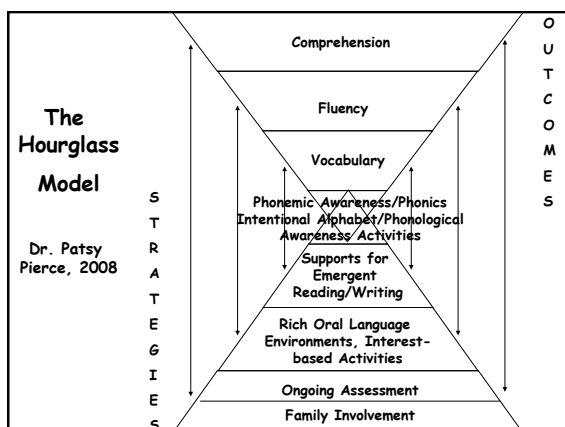
"Fab Five": K-3

Oral Language
Alphabetic Code
Print Knowledge/
Concepts

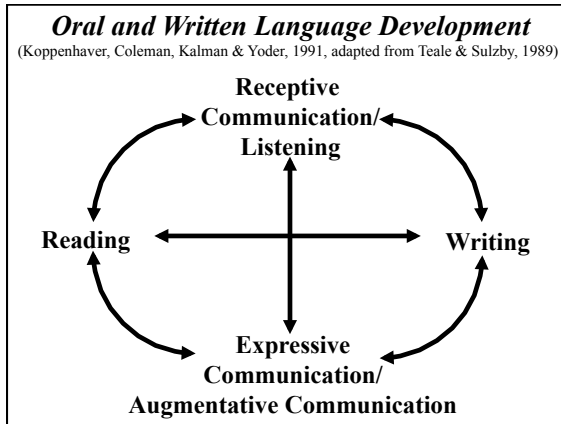
Phonemic Awareness
Phonics
Vocabulary
Fluency
Comprehension

National Center for Family Literacy. (2005). *National early literacy panel: Synthesizing the scientific research on development of early literacy in young children*. Available at <http://www.nifl.gov/partnershipforreading/family/ncfl/NELP2006Conference.pdf>

National Institute of Child Health and Human Development (NICHD). (2000). *Report of the National Reading Panel. Teaching children to read: An evidenced-based assessment of the scientific research literature on reading and its implications for reading instructions. Reports of the subgroups*. Washington, DC: Author.



Emergent Literacy for ALL!



The Bridge: Ongoing **Emergent Literacy** Assessment

- Informs practice
- Uses multiple, authentic approaches
 - Observation Notes
 - Work Samples
- The Bridge is available at <http://www.med.unc.edu/ahs/clds/> under projects Preschool Demonstration Program

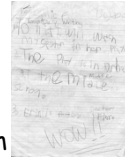
From Patsy Pierce

"Writing challenges students to think about print."

(International Reading Association & National Association for the Education of Young Children, 1998)

Form and Function in Writing

- **Form:** how writing is made
- **Function:** the purposes of writing
- For students with significant disabilities focus is often on form due to motor difficulties
- Pick a pencil that has the least brainpower going to form
- Focus on **FUNCTION!**



Looking for the "Write" Tool

- Big Keys, www.bigkeys.com
- 1" keys, \$160



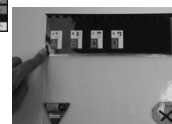
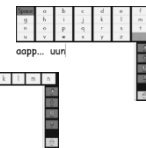
- Portable word processors
 - www.alphasmart.com
- Labelers from office supply stores
- Tiny $\frac{1}{4}$ " keys, ~\$30



Children Learn When They Are Actively Engaged:

Write From the START!

Writing With Alternative Pencils CD, \$35
Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill



Emergent Literacy for ALL!

Selecting an Alternative Pencil

- Pick a pencil that has the most potential for students to **EASILY** use.
- Students **DO NOT** need to know their letters in order to get an alternative pencil.
- Students learn about pencils and letters by writing. Early writing is a **PERFECT** way to work on motor skills and letter knowledge.
- Students must have access to the full alphabet.
- Their "scribble" will look different—it is not about how the actual letter is physically formed by hand.

IntelliKeys Keyboard

www.intellitools.com



- Enlarged alternative keyboard
- Requires driver software
- Reprogrammable
- Can use with standard overlays
- Can use with custom made overlays
 - Requires Overlay Maker Software to make custom overlays



What do VERY beginning writers need to learn about writing?

Important Concepts of Emergent Writing

- Squiggles can be "read"—not the picture
- Squiggles have a purpose
- Squiggles are for sharing information and ideas
- You can express what is inside your head
- Something happens when you write
- Concept of a pencil - *what* it is and *how* it works
- People write for LOTS of different reasons

It's More than Letter Identification

Important Concepts of Emergent Writing

- Concept of the alphabet
- Concept of a letter
- Concept that squiggles can be put in many different orders
- **Squiggles have names**
- **Squiggles make sounds**
- **Alphabetic principle**-Each squiggle has a name and a sound

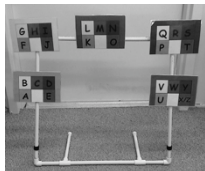
Why Attribute Meaning?

- A natural response to children without disabilities
- Teaches student to be less random
- Builds cognitive understandings over time
- Sends message of competence
- Implies high expectations

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The Color Coded Eye Gaze Frame

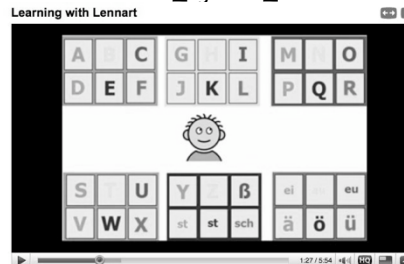
- What is it?
- Who can write with this pencil?
- How does it work?



Learning with Lennart

http://www.youtube.com/watch?v=6_PqPFSV_hs

v=6_PqPFSV_hs



By Paul Andres OT, Hannover, Germany

The PRINT Alphabet Flip Chart

- What is it?
- Who can write with this pencil?
- How does it work?

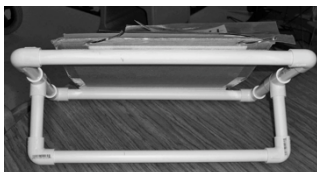


Partner Assisted Scanning

(Can Download Top 10 Tips for Partner Assisted Scanning from CLDS website)

- Helpful strategy for students who cannot easily reach out to make a choice
- Partner scans through choices for student
- Simply state/list choices. Do not ask a lot of questions
- Pauses between choices
- Student indicates a choice
 - No tech: gesture, vocalization, eye movement, expression
 - Light tech: single message device, listing device
- If no selection is made-list is repeated in same order
- **Great Resource:** Linda Burkhardt www.lburkhart.com

PVC Pipe Flip Chart Easel by Julie Brickhouse



By Julie Brickhouse, Deaf-Blind Teacher, NC, Can download from CLDS Website

Tech Tip for Switch Users: Make Switch Set Up Easy & Fast with Loc-Line Mounts

(Download Loc-Line Handout from CLDS website)

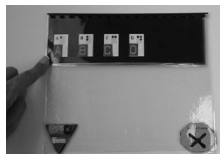
Mount 'em & leave 'em!



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The **BRaille** Alphabet Flip Chart

- What is it?
- Who can write with this pencil?
- How does it work?



"Printers" on the Fly for Students Who Need Braille



The Draftsman:
From American Publishing House for the Blind
\$180



Braille Labeler
From Independent Living Aids
~\$40

Quick Draw Paper

Teaching Strategies

Inferring Meaning vs. Teaching Meaning

(Erickson, 2008)

- Cannot be completely sure of their intention with complete confidence
 - Not good data
- 20 questions issue
 - Too much time to figure it out
 - Students may not be sure
- Time will be better spent teaching students how their letter attempts can be used.
 - Letters can be used to make words
 - Letters have names and sounds

Responding to "Randomness"

- Always attribute meaning to their random actions and movements during writing
- Move away from constantly guessing about their final product
- Move away from giving only reinforcement feedback
 - "Good job"
 - "Great writing"

Give Informative Feedback- Give the Scribbles Meaning

- "You've written a lot of letters—let's see if we can count them."
- "Point to one of your letters—let's see if it is in someone's name."
- "You have a lot of 'c's in your writing. Let's find all of them."
- "Pick a letter and let's find something in the room that starts with that letter."
- "Pick a letter and let's write a letter book with it."

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Scaffolding Scribblers Providing Instructional Feedback

- Student uses their remnant book to pick topic.
 - Topic: Going to the beach
- Student writes freely: aabbcuioeufdsaitt
- Adult gives instructional feedback
 - "You have written alot of letters! I can use some of them to write a word about beach."
 - "I see a, d." (point to each letter in writing)
 - "I can use these letters to write the word "sand." There is sand at the beach. I like to walk on the sand."
- Partner models writing the word with the student's pencil.

MODEL, MODEL, MODEL

- Identify 4 times during day to model pencil
- 2 minutes or less!
- Pick a student and write with their pencil
- Make a BIG deal about it and use think outlouds
- Write a word or a few letters
 - Word wall lessons
 - Morning meeting activities
 - Home communication log

Authentic, Real & Motivating Writing Activities

Pencils Are Pointless Without.... a Meaningful Purpose

- Journaling
- Emails, cards, notes, and letters
- Picture/tactual captions
- Signs & posters
- Poetry
- Artwork
- Write books
- Using during alphabet activities
- Can be related to current book

*Offer a VARIETY of activities-avoid burnout

Have a Context for Early Writing

- Context for responding to writing
- Verbal/Signed choices based on student
- Pictures
- Movies
- Objects/Tactuals
- Personal Remnant Books
- Classroom Remnant Lists/Charts

Authentic Reasons to Write Name

(DPI Summer Institute Teachers, Greensboro, July, 2008)

- Sign in when arriving at school
- Artwork
- Lunch choice sign up sheet
- Book checkout at library
- Morning attendance under "here" or "not here"
- Sign up sheets for centers/games
- Sign in for therapy sessions
- Communication log home to parents
- Cards & invitations
- From Toy Dills-Booth: IEP, yearbook, awards

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Name Writing for Authentic Reasons

Always Model Correct Attempt Afterwards

- Student makes attempt with alternative pencil. Meryl's attempt: QBC
- Adult follows up with:
 - "You wrote QBC. Here's how I write your name."
 - Adult uses alternative pencil to write correctly.
- Providing a model afterwards gives a cognitive structure for later use.

Focus on teaching students to *"think like writers."* (Karen Erickson, 2009)

Informal Assessment of Emergent Writing

Developmental Spelling Stages

(Adapted by Erickson, Gentry, 1982)

- Print has meaning NMNEWRPAPDPDMCMCLF
 - graphic elements can represent ideas
 - scribble, numbers, letter-like strings, letters...
- Random Letters NCXKJLAFDSUIOASJLKDJF
 - Only letters are used but no awareness of alphabetic principle
- Semi-phonemic U R MI FND ?
 - Attempt to represent sounds in words-uses 1 or 2 letters/sounds
- Phonetic I LIK CAK
 - Includes most sounds
- Transitional TURN ON THE LITE.
 - Words look like real words. Errors based on visuals-not sounds.

Thoughts on Assessing "Scribble"

(Without Info about Letter Formation)

Assessment of the interaction

Assessment of the product

- Random letters
- Begins to be more deliberate
- Letter patterns
- Random spaces
- Word like groupings

Other ideas for assessment when writing is not recognizable??

- Interest/attention to others' modeling writing
- Ability to select writing topic
- Reaches out to "reread" Braille
- Visually attends to "rereading" the print
- Eager to share writing
- Shows preferences of letters
- Uses letters from name

Shared, Predictable Chart Writing

(Can download Predictable Chart Writing Handout from CLDS website)

- A shared writing process that results in something we always need more of--appropriate books!
- Great way to still provide structure, yet allows students to generate their own ideas.
- Is a multilevel activity:
 - Model writing process/concepts about print for emergent writers/readers
 - Repeated sentence frames support early conventional readers with word reading.

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Predictable Chart Writing

(From Cunningham, (2001) & Hall & Williams (2001))

- Day 1: Write the Chart
- Day 2: Reread/work with Chart
- Day 3: Work with Cutup Sentence Strips
- Day 4: Be the Sentence
- Day 5: Make the Book!

Students Must Have a Way to Communicate During ALL Lessons

- Simple 2-8 cell classroom devices
- Classroom paper based boards
- Individual symbols on choice boards
- Write choices on post it notes
- Objects/parts of objects
 - Examples: candy wrapper, juice box, french fry container
- Student's device-use existing symbols
- Partner assisted scanning

Day 1 Lesson: Write the Chart

- Introduce chart title and sentence frame
- Teacher models writing first sentence
- Other adults contribute ideas
- Students make choices about what to put in their sentence frame
- Students communicate their choices with class
- Class acknowledges student communication
- Teacher writes the student's idea in a sentence on the chart

Choose a Sentence Frame: Sample Frames

- Foods I Like: I like _____.
- Things I Can Do: I can _____.
- Things I Want: I want _____.
- Places I Like to Go: I go to the _____.
- Things I Don't Like: I don't like _____.

Toy Dills-Booth's Favorites:

- Farts are _____.
- Planets are _____.
- When I grow up I want to be _____.

Day 2: Reread the Chart

- Reread chart as a group
- Give students turn to be the "pointer"
- Analyze chart for 2-3 key elements
 - Students work on their communication

Day 2: Ideas for Elements to Highlight in Chart

- Circle all of the words that start with <letter>
- Find words that end in <letter> or <word family>
- Find people's names
- Count the number of words in each sentence
- Find words that have 3 letters
- Find words that have capital letters

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Tips & Strategies

- Adults do "think out louds"
- Make sure students can clearly see the chart
- Read/sign each student's sentence as you write
- Emphasize students' "inner voice."
- Occasionally stop and reread/sign chart

Day 3: Work with Sentence Strips

I like chocolate. (Ms. Gretchen)

like

chocolate.

I

Day 3 Materials Work with Sentence Strips

- 2 sentence strips for each student with their sentence on them
 - Braille/tactual version for students who are blind
- Eye Gaze Frame
- Choice boards
- Tools for cutting up sentence strips: Adapted scissors, Switch Adapted Scissors & Switch

Day 3 : Work with Sentence Strips

- Reread whole chart (can clap, chant, rap)
 - Emphasize inner voice, concepts about print
- Give out sentence strips to each student
- Students reread their sentence strips
- Students cut up one of their sentences
 - Can do in group or individually
 - Students can use switch adapted scissors
- Students work with individual words to make their sentence

Day 4: Be the Sentence

like

chocolate.

I

Day 4: Play Be the Sentence

- Read the correct sentence outloud
- Ask who has the first word
- Involve class
- Ask where the student should go
- As students are moved, continue to reread how the sentence sounds
- Continue to move students around until the sentence is correct
- Focus on if the sentence makes sense

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Day 5: Make the Book

- Student writes sentence
- Selects picture to illustrate sentence
 - Internet
 - Magazines
 - Pre-selected pictures
- If there are lots of switch users in the class—make sure the book is on the computer
- Use real pictures-not symbols
 - For students who are blind/deaf-blind, use tactuals to illustrate the page

Scheduling Tips for Predictable Chart Writing

- Break it down-do 1 step per day
- Do over a period of 1-2 weeks
- Go for quality not quantity
- Write the Chart, Reread the Chart & Be the Sentence are ideal to do after Morning Meeting time
- Work with sentence strips can be done during reading time
- Make the book can be done during student writing time

The Alphabetic Principle

- Emergent readers & writers need to learn the alphabetic principle
 - Letters are linked to specific sounds.
 - Words can be segmented into individual sounds.
- Variety of activities lead to these understandings
 - Letter knowledge
 - Sound awareness
- Letter names & sounds should be taught in parallel.
- Alphabet is best learned when letters are linked to personally meaningful things, i.e. foods, people

Teaching the Alphabet: Make it Meaningful

- Read alphabet books
- Point out letters and print in the environment
- Talk about letters and their sounds when you encounter them in every day activities
- Provide opportunities to play with letter shapes and sounds
- Explicitly reference letter names and sounds in shared reading and writing activities
- Use actions
- Use student NAMES!

One Hit Wonders: Fun Activities Using the Alphabet

- It's about building meaning: Talking about letters and connecting it to something they know helps give the letter meaning.
- Alphabet Scavenger Hunt
- Hangman-Great activity for peers to do with students
- **USE ALTERNATIVE PENCILS for these!!!!!!**

"Words I Know"

- Connecting the familiar to the abstract
- Student generates 1 letter with alternative pencil
- Teacher writes out a word the student knows that begins with that letter
 - Could be related to a theme
 - Could be made into a book

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What's Your Letter?

- At morning meeting, 1-2 students picks a letter with alternative pencil
- Example: Nellie touches "p" with the braille alphabet flip chart
- When that letter is encountered during the day, there is informal, FUN discussion on the fly.
 - Potato chips, principal, pouring (rain), print

Toy's Modified Mad Libs

- Make your own Mad Libs based on student interest
 - Ex. My adjective teacher went to the noun.
- Student chooses letter on pencil
- Staff comes up with a list of words that begin with that letter
 - Ex. Adjectives that begin with g
- Students choose a word

Use Foods to Teach the Alphabet

- The ABCs of Snacking
 - <http://www.fastq.com/~jbpratt/education/theme/alphabet/abcsnacking.html>
 - Ants on a Log, Umbrella Cookies
 - Make a big deal out of what you eat: i.e. crackers, sunflower seeds, tangerines---predictable chart
- Lunch is brought to you by the letters...
- Wheel of Fortune using the lunch menu

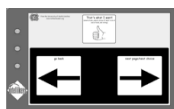
Tar Heel Reader

www.tarheelreader.org

- Developed by Gary Bishop & Karen Erickson
 - Resource from University of North Carolina, Chapel Hill, NC
- **Free** resource for easy, easy, easy books
- Designed for students with significant disabilities who are struggling readers, including older students
- Accessible via switches and Intellikeys
- Can read books online OR books can be downloaded in PowerPoint
- Professionals can author their own books

Supporting Students with Visual Needs on Tarheel Reader

- Adjust background & font color
- Accessible using 1-3 switches & computer switch interface
- Accessible using custom IntelliKeys overlays



Some Good Books

- The Alphabet Keeper, by Mary Murphy
- Feelings to Share from A-Z, by Todd & Peggy Snow
- T is for Touchdown: A Football Alphabet, by Brad Herzog (has done other sports books)
- Alphabet Scramble-great Braille book
 - American Printing House for the Blind
- Write Your Own!
 - Student name letter books
 - Solar System Unit: P is for Planet book

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Phonological Awareness & the Development of Phonemic Awareness (Yopp, 2000)

- Phonological awareness is the sensitivity to the sound structure of language at the word or syllable level which can develop into phonemic awareness
 - Words within sentences
 - Rhymes
 - Syllables
 - Onset and rime
 - Individual phoneme (phonemic awareness)
- Phonological awareness begins as an emergent literacy skill addressed during naturally occurring activities (nursery rhymes, songs)

Sound Awareness Activities

- Books with rhyme and alliteration
- Chanting
- Is that a real word? game
- Write tongue twisters

FUN Chant Focusing on Onset-Rime

(from Toy Dills-Booth, North Shelby School)

I say <letter sound>

And you say <word family>

Put them all together and they say... !

b) Help students make a **Giggley People Book**. Sample pages:

NOTE: velcro on each page over blank; photos available to affix

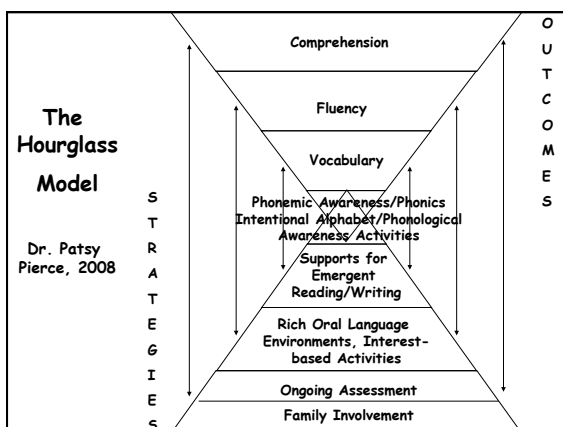
- Giggley Goggley Gathan,
A gorilla sat on _____ (Gathan)
- Giggley Goggley Genna,
A gorilla sat on _____ (Genna)
- Giggley Goggley Gericka,
A gorilla sat on _____ (Gericka)

Caroline Musselwhite
Sound Substitution Games
www.aacintervention.com

b) Help students make a **Giggley Things Book**. Sample pages:

NOTE: velcro on each page over blank; photos available to affix

- Giggley Goggley giger,
A gorilla sat on the _____ (giger)
- Giggley Goggley gat,
A gorilla sat on the _____ (gat)
- Giggley Goggley gable,
A gorilla sat on _____ (table)



Shared & Guided Reading

- Shared Reading
 - Sharing the process of how books work
 - Building language and background knowledge
 - Lots of discussion throughout!
- Guided Reading
 - Still focusing on language and background knowledge
 - Guiding students' comprehension of the whole text
 - Teaching strategies to comprehend text

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What Do Students Learn During Shared Reading?

(Clay, 1993)

- Builds language
- Builds critical background knowledge
- How & why we use books
- Concepts about print
- Reading is worthwhile & enjoyable
- Student gradually takes on more responsibility in reading over time

Concepts About Print

(Clay, 1993)

- Book orientation
- Print carries meaning-it is what we read
- Turning pages
- Read from left to right
- Start at top and move to bottom
- Words are separate units made up of letters
- Idea of first and last letter
- Different punctuation carries different meaning

Why Attribute Meaning?

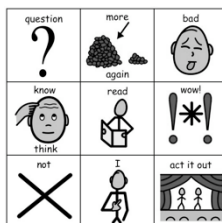
- A natural response to children without disabilities
- Teaches student to be less random
- Builds cognitive understandings over time
- Sends message of competence
- Implies high expectations

Moving Beyond the Repeated Line... Using Generic Reading Interaction Symbols

- Use of open ended, "core" vocabulary allow adults to respond to student multiple times throughout the activity.
 - Positive: Awesome!, I know, Wow!
 - Negative: Not!, no way, bad!!!!
- Great way to work on pragmatics
- Can be used in OTHER books
- Can be used in OTHER activities during the day
- Consistent symbol set fosters motor/visual memory
- Consider long term utility when selecting messages
 - How can they use this in other activities? Next week? Next month? End of school year?
- It's a balance: Still need to use story specific vocabulary to support story-retelling & other receptive concepts

Sample Messages that Promote Interaction

(From the Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill, NC)



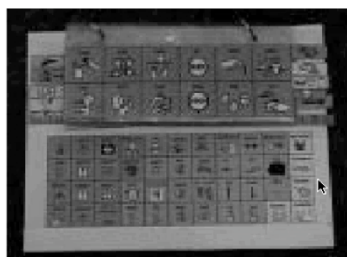
Tactual Symbol Set

(By Hanser, 2004, Adapted from Texas School of the Blind, Maryland School for the Blind and Goossens and Crain)

Function	Shape	Texture	Color
Pronouns	Octagon	Laminate	Orange
Verbs	Triangle	Felt	Pink
Adjectives	Heart	Bumpy	Blue
Nouns	Square	Smooth	Yellow

Emergent Literacy for ALL!

Tab-Top Flip System



Spanish
Too!!

Karen.Casey@ncmail.net

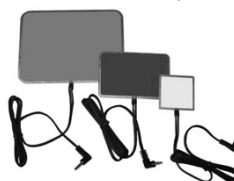
Making the Most of One Button Devices

- Single message devices
 - BigMack, www.ablenetinc.com
 - Chipper, www.adaptivation.com
- Sequencing/listing devices
 - Step by Step, www.ablenetinc.com
 - Sequencer, www.adaptivation.com

Setting Up Reading Interaction Symbols for Easy Use & Modeling

- Choice Board
 - PVC Eye Gaze Frame
 - Tape down with clear packing tape
 - Velcro on to devices
 - Radio shack photo frame
 - Turn into switches
 - Iron-on on pillow case
- ENGINEER it to prevent chasing of symbols and switches!**

Engineer It-No More Chasing! No More Playing With The Switch!



Pal Pads
~\$35-40



Voice Pal 8 from Adaptivation
www.adaptivation.com

Give student more than one thing to say

Supporting Bangers, Slappers & Throwers

- Consider the interaction
 - Interactive, MOTIVATING message on device
- Consider the student's role in activity
- Strategies to teach the use of the device
 - Responsiveness of the adults
 - Attribute meaning
 - Model, model, model
- Consider the device/switch
 - Too much fun to click? Stabilized down?

Supporting Interactions During Shared Reading: Follow the CAR

Notari-Syverson, Maddox, and Cole (1999)

- **Comment** on what student is doing and wait 5 seconds
- **Ask** questions and wait 5 seconds
- **Respond** by adding more

From Patsy Pierce

Emergent Literacy for ALL!

Pick Books that Entice Students to Want to Read

- Erickson Booklist: Picture Books for Older Readers
- That's Disgusting!, That's Mean!
- by Pittau & Gervais, 2003, IBN # 1-57912-351-1

Choosing Books for Shared Reading That Support the Content Areas

- Start to Finish Literacy Starter Kits
 - Solar System
 - Volcanoes
 - Life Cycles
 - Continents/Culture
 - Plants, Insects, Ocean Animals
 - Jobs
 - Self Care
 - Safety & Health
 - Early Settlers
 - Biographies: Mark Twain
 - Habitats: Desert
 - From Don Johnston, www.donjohnston.com

Enrichment Texts

There's a dandelion in the grass. Grass is a plant, and a dandelion is a plant, too. But most people say that dandelions are just weeds. A weed is still a plant. It's just growing in the wrong place.

I can get a plant.

Conventional Texts

Sample pages from Start to Finish Literacy Starter Kits
www.donjohnston.com

I need dirt.

Transitional Texts

Tactualized Literacy Starter Kits (Can download directions from the CLDS website)

- Carefully selected key concept on each page
- Selected a tactual that represents some feature of the concept to be taught
- Have created page by page directions



Commercially Available Books

- National Geographic Windows On Literacy Series
- www.ngsp.com
- Sundance Publishers
- www.sundancepub.com
- Learning to Work
- www.attainmentcompany.com

Make Your Own: Inexpensive, Dispensable Books

- Fun Foam Books
- Fabric Books
- Board Book Makeover
- Brag books/small photo albums
- Box Books
- Baggy Books
- Calendar Books
- Holiday Card Books